



FUTURE FRONTIERS

Impact Report 2018/19

Transforming engagement with learning through **face-to-face coaching** and **access to professional role models**



Future Frontiers is an education charity working towards a day when **every child** is inspired to reach their **full potential at school and beyond.**

FOREWORD



Ben Williams
Chair of Trustees

This year Future Frontiers has focused on how we can measure and understand our impact to help drive the outcomes we seek for young people. We have worked in more schools than ever before, reaching more young people with our extended programme. We have also developed a range of exciting new partnerships with businesses, whose employees provide pupils with a focused programme of face-to-face guidance and access to professional networks.

We have commissioned an evaluation of the impact of our mentoring programme on Year 11 pupils from the University of Derby. This has shown that Future Frontiers' programme has a statistically significant impact on pupils' work readiness, career planning, and thinking positively about school. We have also commissioned a second evaluation with the University of Canterbury, and appointed our first ever Head of Research, Evaluation and Impact. This new role means that, for the first time, we will have a member of staff dedicated to collecting and analysing impact data, which will enable us to continuously refine our activity based on outcome data.

As we continue to expand our reach, achieving impact will remain at the heart of what we do, the decisions we take, and the way in which we work with pupils. I look forward to overseeing another exciting year ahead at Future Frontiers.

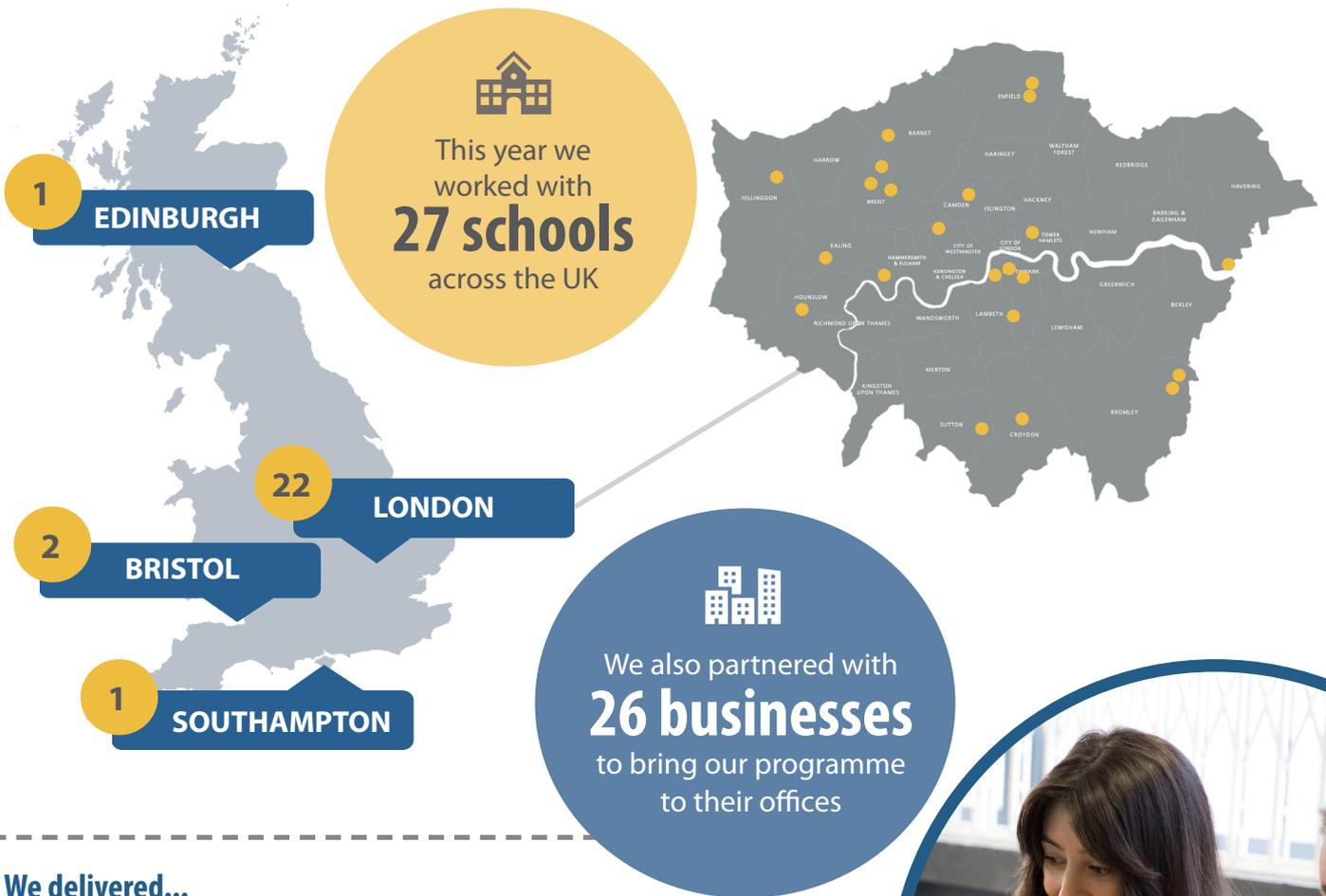
A handwritten signature in black ink, appearing to read 'Ben Williams', written in a cursive style.

OUR YEAR IN NUMBERS

1,458
young people



601
career coaches



We delivered...



35

assemblies with inspiring business leaders



230

hours of video calls with professionals



8,562

hours of face-to-face career coaching





THE PROBLEM

In the UK in 2019, parental income is still the strongest indicator of how well a child will achieve at school and how much they will earn in later life.

Children from low-income families are less likely to achieve basic qualifications at GCSE and less likely to secure further education, employment or training when they leave school. Over the course of their lifetimes, this achievement gap will grow, often creating a vicious cycle of low-paid work with few opportunities to progress.

Extensive research confirms that young people from low-income families do not lack aspirations. What they miss out on is the guidance and networks they need to understand the range of career opportunities on offer, develop their own aspirations and understand what it takes to turn them into reality.

OUR SOLUTION

Our award-winning initiative provides young people from low-income backgrounds with an intensive **face-to-face career coaching programme** and **access to professional role models** in their chosen career.

Our programme has been independently evaluated, demonstrating a significant increase in levels of engagement at school and indicators of successful transition to education, employment or training.

1 in 3

attained 5 GCSEs (A*-C) compared to 65% overall

50%

more likely to be NEET than wealthier peers with the same qualifications

Twice

as likely to be NEET compared to national average

THE FUTURE FRONTIERS PROGRAMME

We match every pupil to a coach from a leading business. Over 6 hours of **face-to-face coaching**, pupils discover a career that inspires them and plan their pathway to success. All pupils complete the programme with a personalised development plan, mapping out their academic flight path to achieving their top career.

To reinforce the coaching activities pupils also have a range of structured opportunities to **engage with professional role models** through video calls, assemblies, and our Career Networking Event. By combining these elements, pupils come to understand the value of their education, building long term motivation & engagement with learning.

FACE-TO-FACE COACHING 6 hours of personalised guidance



**Discover
& Explore**



**Connect
& Achieve**



Graduation

ACCESS TO PROFESSIONAL ROLE MODELS Tailored interactions and events



**Video call with
professional in
chosen career**



Pathways Seminar



**Inspiring
business leader
assembly**



**London Career
Networking Event**

OUR ACHIEVEMENTS THIS YEAR

BUSINESS PARTNERSHIP GROWTH

Following the success of our business-based programmes last academic year, we have **doubled the number of business partners** 2018/19.

By increasing the number of businesses we work with, we've expanded our offer to our pupils and unlocked additional income from the business community. This has allowed us to reduce the price to schools and make our programme more accessible to pupils that need it most.



ACCESS TO PROFESSIONALS

Research shows interactions with employers are closely tied to reducing the likelihood of pupils ending up not in education, employment, or training (NEET). In accordance with this evidence, we have invested this year in growing the number of professionals in our network, **increasing the range and number of interactions each pupil has** as part of the access to professional role models we provide.

1. Professional Expert Bank

As part of the programme, coaches arrange video calls with a professional relating to their pupil's top career. To support our volunteers, we have a bank of professionals who have agreed to be contacted to participate in these calls. Over this academic year we have increased the **number of available professionals by 24%**.

2. Career Talks

After piloting career talks last academic year, we have integrated this feature into the programme and now offer them to all the schools we work with. This year we've held **35 career talks** with business leaders across a variety of sectors including marketing & advertising, technology, and retail.

NEW EXPERTISE

As the world of work continues to change, routes to employment will increase in range contributing to a post-16 and post-18 destination landscape that is increasingly difficult to navigate without the right expertise. In response to feedback from our students, we developed a pathways seminar to share **balanced and detailed information on the variety of routes into employment**, including university and apprenticeships.

The pathways seminar dispels myths around different routes and explores the factors pupils need to consider to make decisions about their future.

NEW AREAS OF EXPANSION

Following three years of programme delivery in the **South Coast of England**, we have further expanded our reach into new areas of the UK.

This year saw our first programmes in the **South West of England** and **Scotland**. As we look to the next academic year, we plan to extend our support into the **North West of England**.

THE PUPIL JOURNEY

Coaching Stages: Discover & Explore

Pupils complete a thorough self-analysis to gain a deeper insight into what matters to and motivates them. They match these to a range of different careers and spend time learning about their favourite careers in detail to identify one top career.

COACHING STAGE 1
DISCOVER

COACHING STAGE 2
EXPLORE

Pathways Seminar

We deliver a Pathways Seminar to the whole cohort, to develop knowledge and help pupils understand the pros and cons of the most common post-16 and post-18 education and training routes. Sessions have been designed in collaboration with employers, universities, training providers, and the National Careers Service.



Career Talk

We invite a business leader to present their career journey to the entire year group. Career talks are designed to inform pupils about the world of work and promote the importance of hard work and resilience.

CAREER TALK
pupils hear from an inspiring business leader

PATHWAYS SEMINAR
pupils gain insight into their post-16 and -18 options

LONDON CAREER NETWORKING EVENT
pupils speak to a range of professionals in their chosen industry

Intro Assembly

COACHING STAGE 3
CONNECT

COACHING STAGE 4
ACHIEVE

Coaching Stages: Connect & Achieve

Pupils interview professionals in their chosen industry via video call. To build lasting motivation, they complete the programme with a personalised development plan, mapping out the "career target grades" required to reach their long-term goals.

Career Networking Event

All participating pupils are invited to our Career Networking Event, attended by over 50 professionals across all major industries. Pupils engage in structured conversations with professionals in their chosen career.



“

Now with the information I have, I feel like I can really do something that's right for me. **I feel like I have a future now.**

Hersony, future software engineer
St Andrew's CE High School



TAOSIF'S STORY

Before the programme I was predicted three Cs at A level. Now coming to the end of Year 13, I am predicted three A grades and I have received offers from four Russell Group Universities.

Like many young people his age, Taosif has high ambitions for his future, but started Year 12 without much idea what he was going to do and how he was going to do it. When he began the Future Frontiers programme at legal firm Ashurst in Spring 2018, he had selected his A levels without much thought and was predicted to receive three C grades despite his ambitions and his potential.

Upon meeting Taosif for the first time his career coach Paul noted, "He reminded me a lot of me at his age; lots of energy and enthusiasm but perhaps a lack of direction and focus." Over the course of six hours of face-to-face career coaching in the Ashurst offices, Taosif discovered a passion for working with people. With support and guidance from Paul, he gained knowledge about the skills he needed to develop and the steps he would need to take to achieve his goals.

Reflecting on the programme, Taosif said, "For me, my mentor was probably the best person out there [...] he built the foundations of my aspirations. He showed me the formal side, the grades I need to get, how to be punctual. He told me about the obstacles he faced himself and the importance of informal communication that builds rapport and sensitivity."



Paul said, "Taosif responded very well to the programme. You could see that he was very motivated speaking to the industry experts and that he accepted that he would need to up his game to get where he wants to get to."

Taosif realised he would need to increase his efforts at school to access opportunities that would allow him to reach his top career. Following the programme he applied himself with a new energy and exceeded the expectations of his teachers, going on to take part in competitive work experience programmes both at Ashurst and Clifford Chance LLC. Now coming to the end of Year 13, Taosif is predicted to receive three A grades and has received offers from four Russell Group universities.

“Before the programme I didn’t know what I wanted to do with my life. I came out with a clear mindset... It was phenomenal.

RESEARCH, EVALUATION AND IMPACT

Alyssa Muzyk
Head of Research, Evaluation and Impact



We are committed to measuring and improving our impact on the young people we work with.

As the community of young people we serve has grown, we have proportionally increased our investment in measuring, monitoring, and evaluating our impact. This year we commissioned two external evaluations and streamlined our theory of change to gain a clearer and more nuanced understanding of the impact of our programme and how we can best serve our beneficiaries.

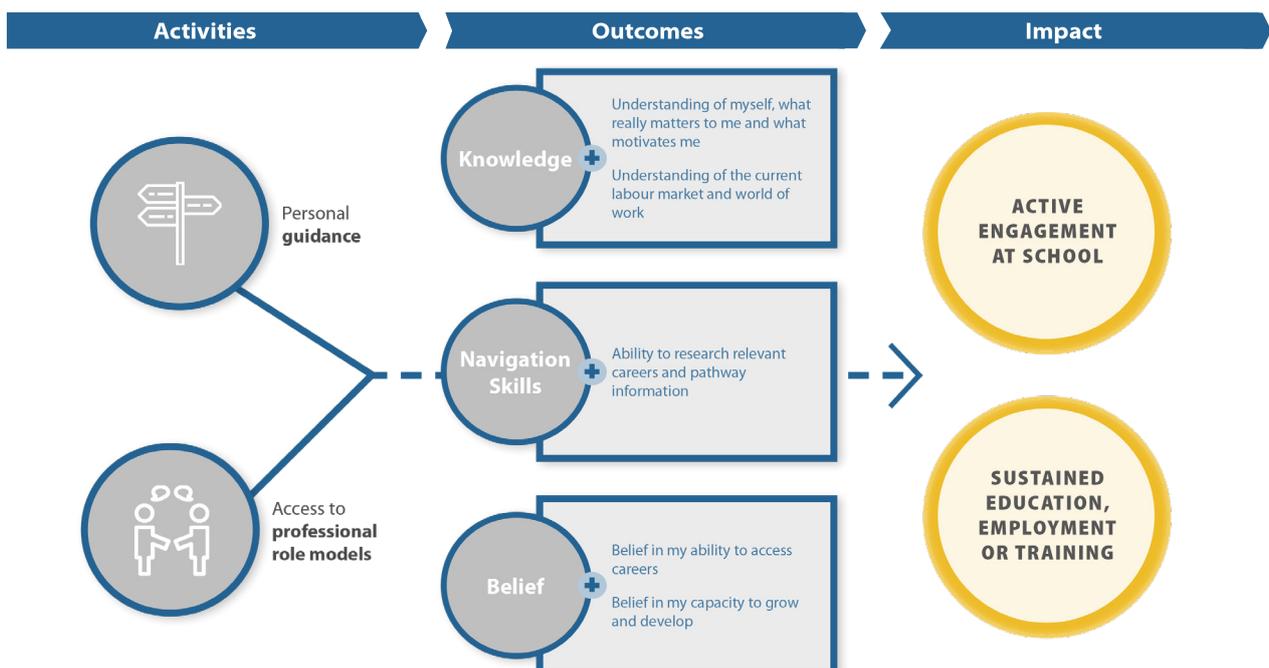
Our external evaluations are seeking to:

- Validate the impact of our programme on **engagement at school** and **progression into sustained destinations**;
- Better **understand the outcomes** of our programme to identify where the programme is effective and identify improvements.

Alongside these projects, we have strengthened our monitoring and evaluation structures, in line with our outcomes. As a result, our team has been better able to collect more accurate data on our outcomes and indicators of impact.

We are now looking forward to conducting an implementation and process evaluation to gain more insight into the consistency of our delivery and recommendations for future focus. Thanks to our increased commitment, we are now better positioned to hold ourselves accountable to our impact on the young people we serve.

OUR THEORY OF CHANGE





THE IMPACT OF FUTURE FRONTIERS CAREER COACHING ON CAREER READINESS AND INDICATORS OF SUCCESSFUL TRANSITIONS

Dr. Jill Hanson and Lewis Clark
International Centre for Guidance Studies



INTERNATIONAL
CENTRE FOR
GUIDANCE
STUDIES

“Taking part in the Future Frontiers programme has significant and positive effects on all aspects of students’ career readiness. In particular, pupils showed significant increases in work readiness, career planning and thinking positively about school. These positive changes are equal or better to other career interventions for young people and their shifts in knowledge, skills and attitudes suggest they will be more able to transition into appropriate destinations post-16”

- Dr. Jill Hanson

Methodology

This evaluation compared a Year 11 cohort (120 students) at Lilian Baylis Technology School, all of whom took part in the intervention programme against a matched comparison school (120 Year 11 students at Norwood School). The study aimed to determine if the programme had a significant effect of indicators of career readiness and positive transitions using a survey developed by the Education & Employers Taskforce and a validated psychometric used in evaluating Gatsby Benchmarks.

Key Findings

When compared to the control group of students who did not participate in the programme, students who did take part in the Future Frontiers programme showed statistically significant increases in the following outcomes:



**Thinking
positively about
school**

16% more than control
group



**Career
planning**

11% more than control
group



**Work
readiness**

16% more than control
group



To read the full report visit www.futurefrontiers.org.uk

PUPIL OUTCOME REPORT

The statistics below represent participants who responded 'Agree' or 'Strongly Agree' to the following questions. Pupils were given a survey in the first and last session to measure their growth.



Knowledge



I know of a number of careers that match my strengths, interests, and motivations.



Belief



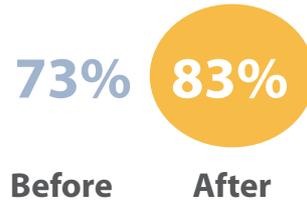
I believe in my ability to take the steps I need to reach my top career.



I know what motivates me and what matters to me about my future.



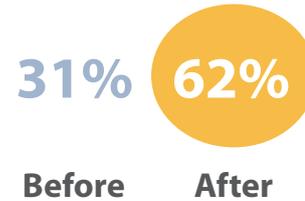
I believe increasing my efforts at school will help me reach my career goals.



Skills



I know where to find accurate information about career options and pathways.



We asked participating pupils to choose the area they felt had improved the most as a result of the programme:



34%

Improved attitude in class



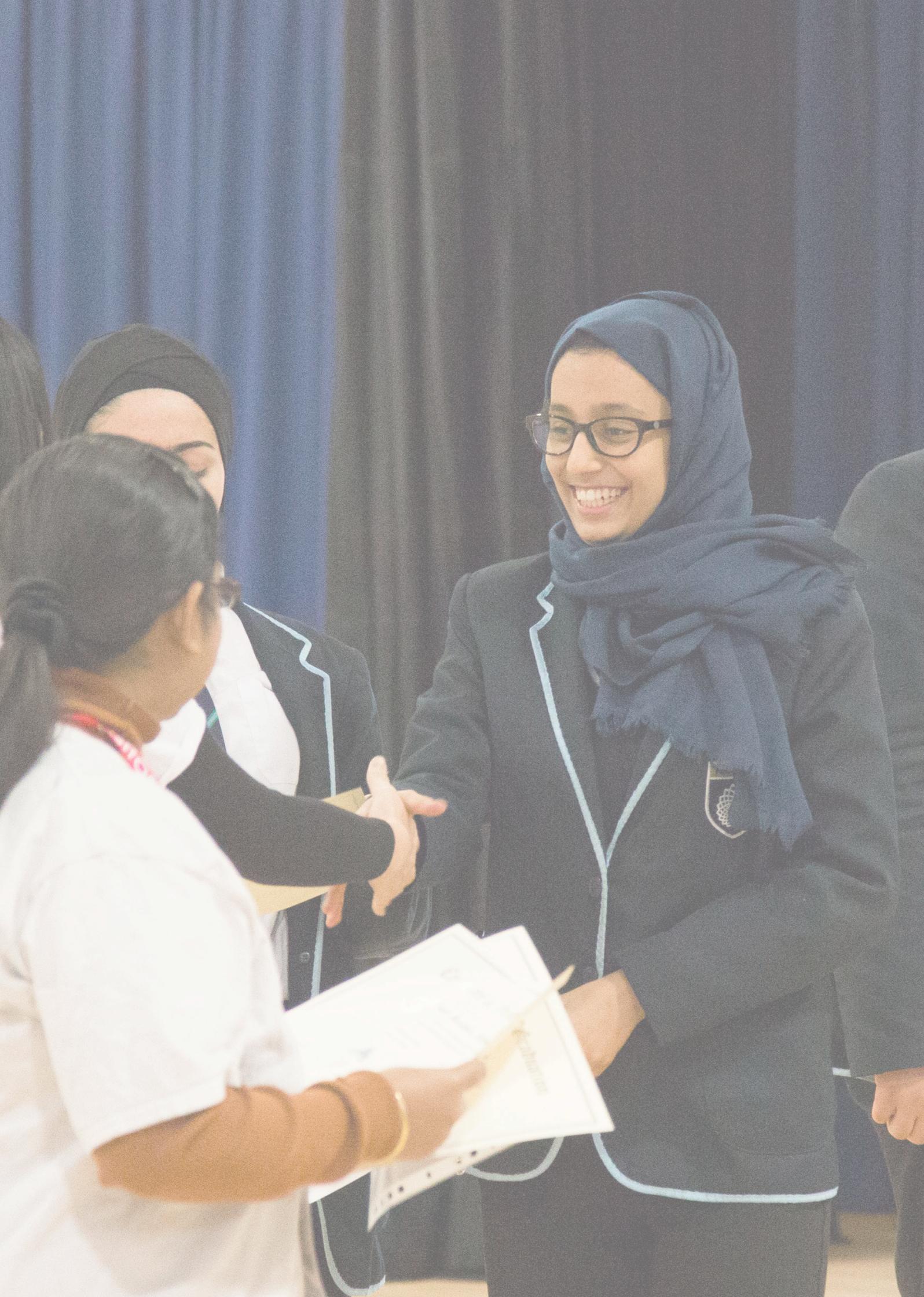
18%

Participation in class



12%

Improved behaviour in class



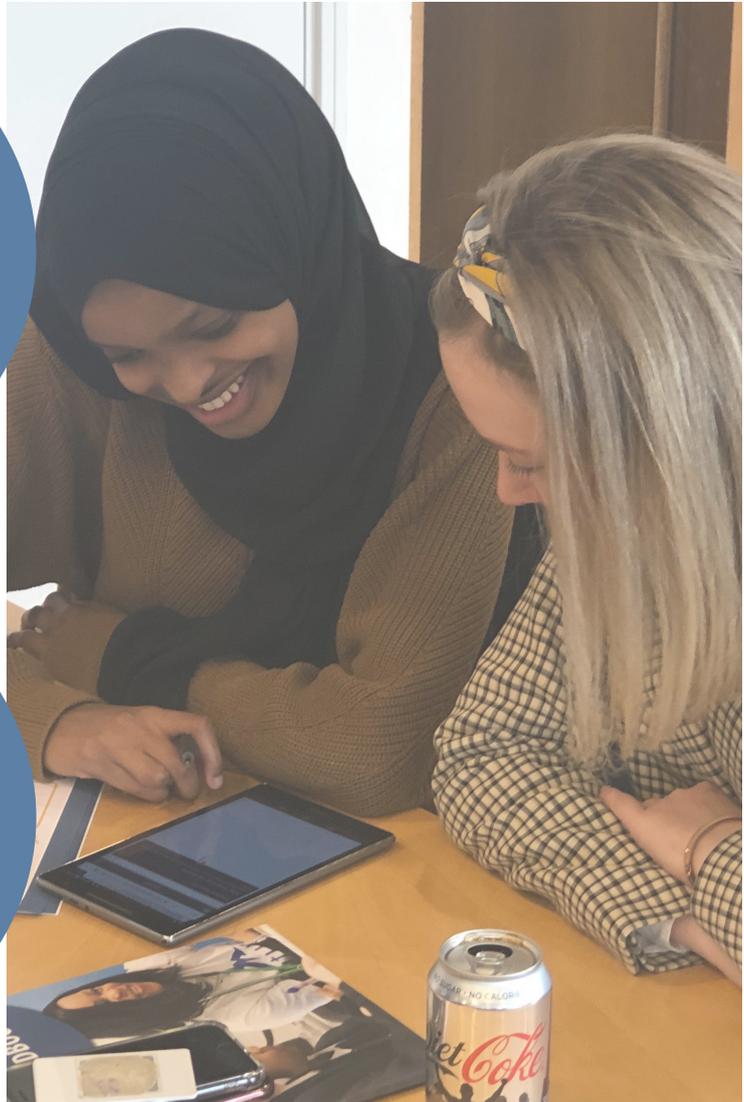
PUPIL FEEDBACK

92%

agreed the knowledge they gained about how to reach their top career has **improved their attitude towards learning**

88%

agreed their career coach has guided them to discover **an inspirational career.**



“**My coach helped me realise I can get where I want to go with hard work and dedication.**

Year 10 student
Future pilot

“**I feel like I have a future now.**

Year 11 student
Future app developer

WE WOULD LIKE TO THANK ALL OF OUR PARTNERS AND SUPPORTERS FOR THEIR ONGOING SUPPORT.

OUR BUSINESS PARTNERS



OUR SCHOOLS



OUR FUNDERS

